|  |  |  |
| --- | --- | --- |
| Unit 4B: Day Wednesday: Practicing Descriptive Feedback | | Grade |
| 105 min | Math Learning Goals   * I will understand the development of fraction understanding in young children * I will critique learning goals * I will develop success criteria linked to a specific learning goal * I will develop my ability to provide descriptive feedback | Materials   * Samples of student work – same question to students in kindergarten through grade 4 * Success for All document (?) * Mathematics curriculum document |
|  | 🡪Think, Pair, Share: Partners  Evaluating Lesson Goals; Designing Success Criteria  Prior to beginning the Minds On, discuss learning goals and the “learning goal/success criteria” controversy in math. Share examples from the Oral Language Inquiry (Wellington Catholic). This is different in mathematics.  Based on Growing Success: *Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand.*  *Success criteria describe in specific terms what successful attainment of the learning goals looks like.*  Participants review the sheet of expectations for fractions – appropriate for kindergarten through grade 4. With a partner, discuss which expectations are successful as learning goals, and select one to break down into a series of learning goals to make it more effective.  Pairs then “square” with another group to discuss the issues and share their thinking and ideas. | Professional  dialogue dialogue |
| Minds On… |
| 30 minutes |
|  | 🡪Learning Centres: Small Group  Providing Descriptive Feedback  Group participants by grade. Participants use the fraction question from this morning’s session. Each grade group creates the learning goal and success criteria for this problem.  What do you anticipate kids would do that would be different from what we did when we solved this problem? Groups are then provided with student work samples from the problem, and create descriptive feedback based on the student work samples. These are posted on chart paper and annotated. Each grade uses a different colour.  If time, each group moves to the chart paper for the previous grade level and provides further descriptive feedback – and/or in another colour, provides descriptive feedback on the descriptive feedback (depending on the dynamics of the group). | diExplicitly identify planned differentiation of content   * Lesson artefacts student_work * afl *Assessment* ***for*** *learning*  (inform future instruction) * aal *Assessment* ***as*** *learning*  (reflection) |
| Action! |
| 60 minutes |
|  | 🡪Gallery Walk  Student work is posted by grade level. Participants circulate and look for evidence of a continuum of understanding.  On large stickies, annotate identifiable strategies, practices and emergent relationships.  Provide teachers with the article from NCTM April 2012, Fair Shares, Matey, or Walk the Plank!  Look at the question on pirate gold (this is a set model versus an area model). How would your feedback to students change with this model?  Use the following quote for journal reflection (if time) and reflect on how you are going to bring this back to your classroom:  *It is by going down into the abyss that we recover the treasures of life. Where you stumble, there lies your treasure.* [Joseph Campbell](http://www.brainyquote.com/quotes/quotes/j/josephcamp391580.html)  Pair-share with a colleague | Professional  dialogue dialogue |
| Consolidate Debrief |
| 15 minutes |
|  | Home Activity or Further Classroom Consolidation |  |

Game: Fraction cards – stand up if you are: equivalent to \_\_, greater than \_\_\_, less than \_\_\_\_, find a partner who will make you “whole”, could be represent this way (show set/area/linear model), are on this side of a number line

What other questions could you use in your classroom?

Domino game?